



Knowing Your Goals: Standards & Expectations

Why go this route?

- Because focusing on Grade Level Content Expectations (GLCE) ensures that students' efforts will be aimed toward content that Michigan has agreed its students need to know.
- Because this helps sharpen a teacher's ability to identify for students exactly what they need to do in order to succeed.
- Because Grade Level Content Expectations give students a chance to succeed at a level comparable to their peers, and our students deserve that.

You'll know you've arrived when...

- Each teacher has available the Grade Level Content Expectations (GLCE) for his/her classes during this year.
- Each teacher knows where his/her students are now, in relation to the GLCE.
- Each teacher has prioritized the order in which (s)he'll work with students toward mastery of the GLCE.
- Each teacher knows which units and lessons will include and assess which GLCE.
- The school has a format for recording students' progress toward each Expectation during the year and each teacher uses it.
- Each teacher has discussed his/her plan with colleagues, parents and (if appropriate) with students.

Construction Zone

- This is the third (of six) stages in a full instructional design & delivery cycle outlined in MI-Map packets. See Packets 5:1 to 5:6 for the others.



- This packet gets a teacher set (for a school year) with a plan for the order in which (s)he'll address and assess the Grade Level Content Expectations for recording student progress.



It's about TIME

- 4-6 hours of planning time, either individually or as part of a grade-level work team.
- If you decide to develop and use an assessment to locate students' beginning mastery levels, another 4-6 hours.




Potential COSTS

- No additional costs.

The Process

A step-by-step guide to knowing the goals toward which to plan your year.

NOTE: Steps marked with a  are accompanied by one or more inserts, included in this packet.

- 1 Get familiar with the language** of standards, benchmarks and Grade Level Content Expectations.

If you need an introduction or a refresher, see MI-Map Packet 6-1 *“Planning Your Move Toward a Standards-Based Curriculum.”* It offers information, sources for more information and a lighthearted “quiz” to put things in context.

- 2 Locate applicable Grade Level Content Expectations (GLCE).**

INSERT for Step 2 is a one-page sample MS-Excel spreadsheet for tracking progress toward 5th grade math expectations. On the MI-Map disk and website are equivalent spreadsheets for grades K-12 for math and for English Language Arts. Print yours and save it to your computer where you can use it to record progress throughout the year. If you teach a discipline for which GLCE’s are not yet developed, locate the Michigan Curriculum Benchmarks for your range of grades.

- 3 Check your students’ progress to date.** If last year’s teacher(s) have tracked progress against standards or GLCE (as you’ll do this year), obtain a copy and note areas in which they meet expectations and those in which they’ll need a boost to accomplish this year’s work.

If you don’t have standards-based records, consider designing and administering a diagnostic pre-test to let you know where to start as you address this year’s work.

- 4 Prioritize/order** the year’s GLCE in light of your students’ needs, your school’s focus for achievement, and your district’s overarching curriculum design.

We owe our students a plan that will bring them to grade level performance on all the standards. But it is a teacher’s job to plan which ones to tackle in what order, given what you know about your students, your school’s plan and your situation.

Use INSERT for Step 4 to work through your list of applicable GLCE, numbering them to identify the order in which you’ll take responsibility for bringing students to mastery. In step 5 we’ll work to see how far you can realistically get down this list in the time available to you. For now, just think about their relative importance, in your judgment.

- 5 Schedule your high priority GLCE** into your year’s plan.

Which ones can be addressed during which quarters or months?

INSERTS for Step 5 offer a year-at-a-glance format in quarters and months. Copy enough to use as worksheets, and locate any themes or topics or units that give shape to your year’s plan. Now start down your prioritized list of standards, locating each one in the unit where you can best imagine developing lesson plans to instruct and assess students’ mastery.

The hard work here is to be realistic—neither overly-optimistic (“Oh, I’m sure it’ll all work out. I’ll put them all in somewhere”) nor low-expecting (“They’re so unready I’ll just have to teach last year’s work over again.”) What can you do to bring students from wherever they are to this year’s Grade Level Content Expectations? What is not likely to get done?

- 6 Discuss your decisions** with grade-level colleagues, building administrators and School Improvement Team members in preparation for conversations with parents and, if appropriate, students.

Others need to know your judgment about a reasonable pace... about how much can be accomplished...and why. Don’t spend a year working on goals that aren’t going to satisfy your “stakeholders.” Enlist them in making the hard choices with you. Decide when to revisit the decision to see if more can be fit in, or if others need to be cut from the plan.

Getting more mileage from knowing your goals

How aligning your goals with Michigan standards benefits your school in regard to the following initiatives:

No Child Left Behind (NCLB)

- By comparing the Grade Level Content Expectations (GLCE) with each grade levels' instructional activities, you will know if your school program has content validity for MEAP preparation.

Education YES!

- Michigan's school report cards also use MEAP scores as one of their measures of school performance (67%). Aligning curriculum—lessons and units—to standards from the Michigan Curriculum Framework gives students the best chance to excel on that measure. GLCE form the pool for items on each grades MEAP test. By matching grade level materials, strategies and content with the GLCE, buildings will enhance their students' likelihood of meeting state expectations as demonstrated on the MEAP test.

MI-Plan

- Step 6, pages 25-47 is *Aligning the State of Michigan Requirements, action plans and assessments*. This step addresses the state's Benchmarks and Expectations, and guides a school in thinking through their action plans from that point of view. A self-evaluation process for looking at strategies is included, using a strategies/ interventions rubric.



Resources

People

Specialists

Most Intermediate School Districts have a specialist working with schools in their service area on curriculum alignment. Contact yours.

Coaches

The Alliance for Building Capacity in Schools website lists coaches trained by MSU, under support from the Michigan Department of Education. Some are experienced in instructional design in Michigan schools. Please visit:

www.abcscoaches.org

Resource Person for Instructional Design and Delivery series of packets

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